



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>The Underground Railroad</u>	
School Regional Area	<input type="checkbox"/> North Cook <input checked="" type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name	<u>North Palos 117</u>
District No.	<u>117</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Lisa A. Quigley</u>	* <u>lquigley@npd117.net</u>
*	*
*	*
*	*
*	*
School Name	<u>Oak Ridge</u>
School Street Address	<u>8791 W. 103rd St.</u>
School City, State, Zip	<u>Palos Hills, IL 60465</u>
School Phone Number	<u>708 598-5713</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center
One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Project Summary

1. **Project:** Underground Railroad

2. **Abstract:** 4th grade students create a short movie on DVD depicting the story of the Underground Railroad in the United States. Each movie contains pictures drawn on the computer by the students that shows a different part of the story. Students provide background music along with narrations to tell the story.

3. **Grade 4**

4. **Subject areas** include Social Studies, Reading, and Computers.

5. **Technology resources** include Microsoft Photo Story, Microsoft PowerPoint, KidPix, computers including laptops, and a DVD burner.

6. **Other materials used** include a field trip to the Underground Railroad, "Follow the Drinking Gourd" song on CD with a written copy, and If You Lived at the Time of the Underground Railroad book.

7. **Standards:** Educational Technology Standards for Teachers – 1c, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4c, 5b, 5c, 5d.

IL State Learning Standards – Reading and Social Studies Standards:

1.B.2c, 1.C.2b, 2.A.2b, 2.B.2a, 2.B.2b, 2.B.2c, 4.A.2a, 4.A.2b, 4.A.2c, 4.A.2a, 4.B.2b, 5.A.2b, 5.C.2a, 5.C.2b, 11.B.2c, 12.F.2a, 12.F.2c, 14.C.2, 14.D.2, 14.F.2, 16.A.2c, 16.A.2b, 16.A.2a, 16.B.2d, 16.C.2a, 16.D.2c, 16.E.2a, 17.A.2b, 17.C.2a, 18.A.2, 18.B.2a, 20.A.1b, 21.B.2, 26.B.2d, 27.B.2.

8. **Process:** We begin with introducing the Underground Railroad through song. Students listen to and read the lyrics to 'Follow the Drinking Gourd'. Students work in groups to illustrate each stanza of the song so that their pictures tell the story. This provides them with information for the main project. We then go on an interactive field trip where students role play as slaves on the Underground Railroad. After the field trip, we read the book If You Lived at the Time of the Underground Railroad. This nonfiction book provides more resources for my students to use on the project. After reading this book, students work in pairs to discuss the information they learned in order to gather facts they think are important for their project. Each student then independently creates a rough draft storyboard they will use for their project. Once completed, students recreate their storyboards on the computer using the KidPix program. After the pictures are drawn and saved in students' files, they create a cover slide using PowerPoint. Then each file is exported into Microsoft Photo Story where students create background music, effects, transitions, and finally narrate their story. The stories are then burned to DVDs for each student to take home and share with their family. As a teacher, I provide my students with the resources and training they need to complete this project. The students decide what information they want to use, how they want to tell the story, and

what resources they will draw from. Working together in groups provides them with an opportunity to try different ideas and allows students with learning challenges a chance to be a part of a cooperative learning community. I am there to answer questions and guide them along, but the basis of the project is student led.

9. Integration: All of these different tasks before the actual project are very beneficial of the learning environment because it allows students to learn about the Underground Railroad through song, visual (pictures), kinesthetic (field trip), and orally (through discussion) as well as through reading. This reaches all types of learners and helps each student prepare for a successful project. The use of technology for this project not only gives students new choices in demonstrating learning, but it gave students a positive and enthusiastic outlook toward learning. Students had a great deal of fun with this project and even commented on my blog that they wish they could do more projects like this. Through the use of technology, I have seen students who usually shy away from academics due to past experience really shine. These students even developed the confidence to help others with the technology aspect of this project. It has helped to accomplish a team-like environment within the classroom, which has carried on to other areas in the classroom. This project has helped 'transform' learning in my classroom because students were allowed to work together and independently to differentiate the importance of the provided information to create an accurate and fluent account of the Underground Railroad. My role was more of a guide in this process. Even during the technology use, once I taught my class (many have never used some of these programs before) how to use the various programs, they became the experts and helped each other succeed.

10. Reflection: Looking back on this project, there is nothing I would change. There is a lot of prep work, but students really gained an understanding about a part of American history that I do not think they would otherwise have. They learned how to incorporate technology with common classroom resources to create a final product that helped them demonstrate their knowledge of the subject. This is something they can use again, and even expand upon. They also gained a love for learning that cannot be taken away. Burning it on a DVD allows each student to take their project home and share with family members, which I feel is important for students to do.

This project was just as much fun for me as a teacher. Watching my students work, and the pride they had in doing this project has enabled me as a teacher. I have always believed in using technology and strive to keep looking for new ways to use technology to inspire students to want to learn. I have also given students more choices as they get older in presenting information. One of my students said to me after doing this project, "It is so much more fun than writing a report." To this I respond, "It is so much more fun than reading a report."